



THE UNITED REPUBLIC OF TANZANIA
MINISTRY OF EDUCATION, SCIENCE AND TECHNOLOGY
NATIONAL EXAMINATIONS COUNCIL OF TANZANIA



**CANDIDATES' ITEM RESPONSE ANALYSIS
REPORT ON THE DIPLOMA IN SECONDARY
EDUCATION EXAMINATION (DSEE) 2021**

ENGLISH LANGUAGE



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FOREWORD

The Candidates' Item Response Analysis (CIRA) has been prepared in order to provide feedback to students-teachers, tutors, parents and other education stakeholders on the candidates' performance in the Diploma in Secondary Education Examination (DSEE) 2021 in English Language. This examination is a summative evaluation that measures the effectiveness of the teaching and learning process at the end of the course. The content covered in this examination was developed from the English Language syllabus for DSEE of 2009.

The report aims at highlighting the possible reasons for the candidates' performance in the English Language Subject Examination. It points out the factors that made some of the candidates to score low, average or high marks. The general performance for this paper was good.

The National Examinations Council expects that, the feedback obtained from this report will enable the education stakeholders to take proper measures in order to improve the academic performance of the candidates in future examinations administered by the Council.

Finally, the Council would like to acknowledge the contributions of all those who participated in writing this report.



Dr. Charles E. Msonde
EXECUTIVE SECRETARY

1.0 INTRODUCTION

This report analyses the performance of the candidates who sat for the English Language subject for Diploma in Secondary Education Examination (DSEE) in 2021. The examination was set in accordance with the English Language syllabus of 2009 and the examination format of 2017.

The examination had three sections, namely A, B and C. Section A had ten (10) compulsory questions. Each question carried four (4) marks, making a total of forty (40) marks. Sections B and C had three questions each. A candidate was required to answer only two (2) questions from each section. These sections had thirty (30) marks each, making a total of sixty (60) marks.

The analysis on the candidates' performance in this report shows how each individual item is presented by indicating the percentage of candidates who attempted the question and the percentage of candidates who scored various marks based on their responses. Samples of extracts of candidates' responses have also been presented.

Three categories of performance have been used in the analysis of the candidates' performance in each topic. The performance from 70-100 per cent is categorised as good and is represented by a green colour. From 40 to 69 percent is considered as an average and is represented by yellow colour, whereas from 0 to 39 percent is weak performance and is represented by the red colour. Performance in each topic is summarised in the Appendix. Finally, conclusion and recommendations, based on the analysis of the candidates' performance is provided in this report as well

The candidates who sat for the English Language subject examination for DSEE in may 2021 were 374, out of which 99.73% per cent passed with different grades, as indicated in table 1:

Table 1: Candidates' Pass Grades in DSEE 2021 and 2020 in English Language Subject Examination

Grade	A	B	C	D	F
% of candidates in 2021	1.3	13.1	62.0	23.0	0.3
% of candidates in 2020	0	10.4	71.0	17.6	0.2

This performance is higher by 0.5 per cent when compared to 2020 English Language subject performance where 99.2 percent of the candidates who sat for the Examination in 2021 passed with different grades.

2.0 ANALYSIS ON THE CANDIDATES' PERFORMANCE IN EACH QUESTION

2.1 SECTION A: Objective Questions

In this section, there were ten compulsory objective questions. The candidates were required to attempt all the questions. Each question carries 4 marks which gives a total of forty (40) marks.

2.1.1 Question 1: Sentence Types and Punctuation

In this question, the candidates were required to identify the coordinators and the functions performed by each in the following sentences:

- (a) *He worked a lot and earned enough money.*
- (b) *She did not tighten the lid but the water was still hot.*
- (c) *We can put the note on the TV or on the refrigerator.*
- (d) *The weather is cool but it is not favourable for sports.*

The question was attempted by 374 (100%) candidates. The analysis shows that 144 (38.5%) candidates scored from 0 to 1.5 marks, 149 (39.8%) scored from 2 to 2.5 marks and 81 (21.7%) candidates scored from 3 to 4 marks. The general performance in this question was good because 231 (61.7%) candidates scored from 2 to 4 marks. Figure 1 illustrates the candidates' performance in question 1.

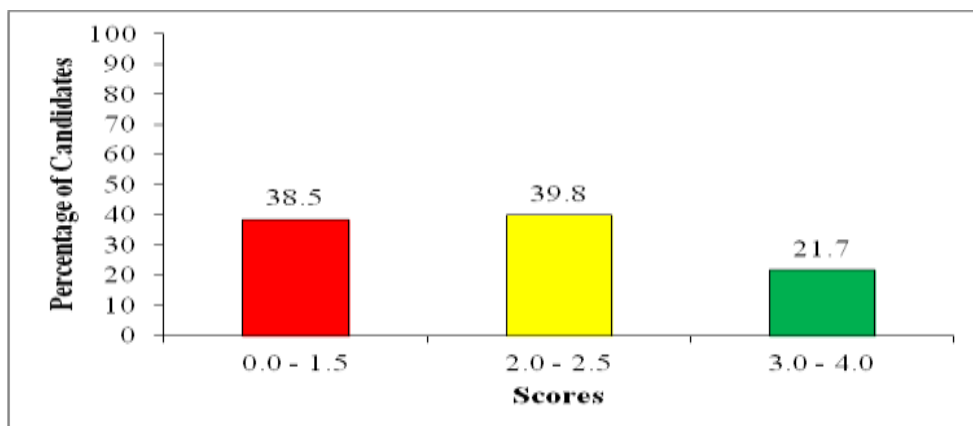


Figure 1: The Candidates' Performance in Question 1

The analysis of the candidates' performance in this question shows that the candidates (38.5%) who scored from 0 to 1.5 marks had insufficient knowledge of coordinators and their functions in sentences. Also, most of them did not understand the requirements of the question. For instance, one of the candidates identified sentence types such as *compound sentences*, *complex sentences* and *compound complex sentences*. Another candidate misinterpreted the question by considering coordinators to be people who have the role to perform particular tasks. He/she wrote: *rich to mean to pay salaries for our worker; cooker to mean to make sure that the lid used in water still hot and referee to mean the person who run the sports*. Extract 1.1 shows a sample of the candidate's responses who misinterpreted the requirements of the question, hence scored weak performance.

1	(a) Not only he worked alot but also earned enough money \Rightarrow is used to start the sentence and connect it with other
	(b) if she did tight the lid the water was still hot. \Rightarrow if shows the beginners of the state ment.
	(c) we can put the note either on the TV or on the refrigerator. \Rightarrow this shows the connection between the two sentences
	(d) The weather is cool and favorable for sports \Rightarrow And shows the confuction.

Extract 1.1: A sample of incorrect responses in question 1.

In extract 1.1, the candidate provided the incorrect coordinators and their functions by putting the subordinators *not only but also*, *either..... or* and *if* which were contrary to the requirements of the question.

Further analysis shows that some candidates had average performance in this question. These candidates scored from 2 to 2.5 marks. They identified the coordinators but failed to identify their functions in the sentences they were given. Others identified the coordinators and their functions for some parts of the question but failed the other parts within the same question. Extract 1.2 shows a sample of a candidate who attempted one part of the question correctly but failed in the other.

1.	a) He worked a lot <u>and</u> earned enough money.
	b) She did not tight the lid <u>but</u> the water was still hot.
	c) We can put the note on the TV <u>or</u> on the refrigerator.
	d) The weather is cool <u>but</u> it is not favourable for sports.

Extract 1.2: A sample response from a candidate with an average performance in question 1.

In extract 1.2, the candidate identified the coordinators, but failed to identify their functions in the sentences given.

The analysis indicates that few candidates (21.7%) scored from 3 to 4 marks. The responses from these candidates demonstrate that they had sufficient knowledge of coordinators and their functions in a sentence. The candidates were able to identify the coordinators "and" which shows addition, "but" which shows contrast and "or" which shows alternative place. Extract 1.3 shows a response from one of the candidates who attempted this question correctly.

1.	(a) "and"
	- The function is to indicate the combination of two events, the first event is working a lot, the second is earning the money
	(b) The coordinator is "but"
	- The function is to indicate the opposite
	(c) The coordinator is "Or"
	- The function is to indicate another thing to use
	(d) The coordinator is but
	- The function is to indicate the opposite.

Extract 1.3: A sample response from a candidate who scored high marks in question 1.

In extract 1.3, the candidate managed to identify the coordinators and their functions in the sentences given correctly.

2.1.2 Question 2: Teaching Methods

The candidates were required to analyse briefly four language teaching methods.

The question was attempted by 374 (100%) candidates. The analysis shows that 107 (28.6%) candidates scored from 0 to 1.5 marks, 88 (23.5%) scored from 2 to 2.5 marks, and 179 (47%) candidates scored from 3 to 4 marks. The overall performance in this question was good because 267 (71.4%) candidates scored from 2 to 4 marks. The candidates' performance in this question is illustrated in Figure 2.

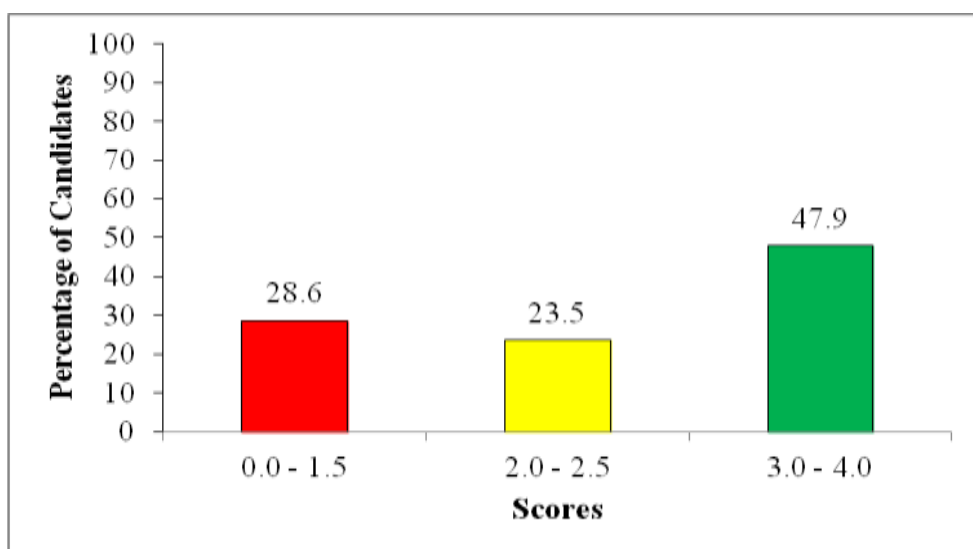


Figure 2: *The Candidates' Performance on Question 2*

The analysis on the candidates' performance in this question shows that 197 (47%) candidates who attempted this question scored from 3 to 4 marks. These candidates showed good mastery of the concept of teaching methods particularly in English language subject. They gave clear explanations with relevant examples. They also had a good command of English language. The four language teaching methods mentioned were: *Grammar-translation method, direct method/natural method, audio-lingual or aural/oral method, total physical response method, participatory or non-participatory method as well as communicative method*. Extract 2.3 shows

a sample response from one of the candidates who analysed the four English language methods correctly.

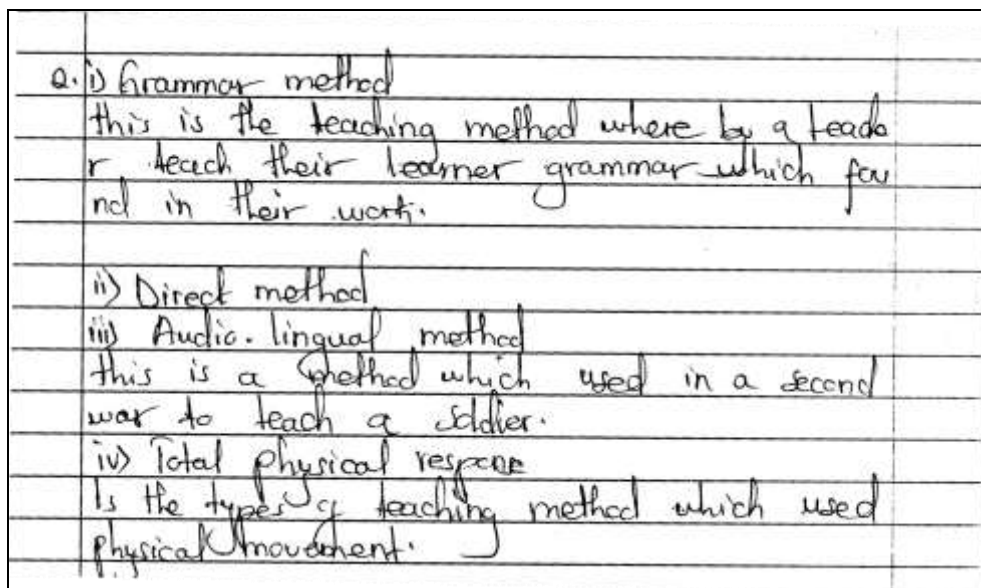
2.	i/ Grammar translation method. This is the method of teaching English language which focus on grammar and translation where mother tongue is a dominant language.
	ii/ Direct method. This is language teaching method where by a teacher can use target language to teach the learners without translating it for example a teacher can teach English by using English.
	iii/ Audio lingual method this is a method of teaching language which develop all language skills but at first listening skill open the door for the other skills to be improved
	iv/ Total physical response this is also a teaching method of language where by a teacher can use movement of body organs during teaching process for example the use of gestures when demonstrating to the learners.

Extract 2.1: A sample response from a candidate who scored high marks.

Extract 2.1 shows a sample response from a candidate who analysed the four English language teaching methods, correctly, hence scored high marks.

Further analysis shows that 88 (23.5%) candidates had average performance in this question. Some of them mentioned the English Language teaching methods without explanations. For example, one of the candidates mentioned the teaching methods without explanations as: *grammar*

translation methods, aural translation method, direct method and audio lingual method. Others mentioned the teaching methods but their explanations were incorrect. For example, one of the candidates provided unclear explanation on teaching methods as; *grammar method-it gives information through traditional, total physical response method is systematic, audio-lingual method example CD, it increases vocabulary and natural method-is the method which gives information from the original.* Extract 2.2 shows a sample of such responses from one of the candidates.



Extract 2.2: A sample of responses from a candidate with average performance in question 2.

In extract 2.2, the candidate identified the English Language teaching methods, but failed to give clear explanations.

However, the analysis indicates further that 107 (28.6%) candidates had weak performance. These candidates demonstrated little knowledge of the teaching methods to be used in teaching English language. Most of them provided the general teaching methods which cut across all subjects, such as *discussion, question and answers, role play, lecture methods*, instead of providing the specific methods for teaching English Language. Extract 2.1 shows a sample of a response from one of the candidates who attempted the question incorrectly.

2	(i) Simple to complex, this means to start with simple questions to do difficult one	
	(ii) known to unknown, to start this things which looks familiar to the students to the new one	
	(iii) Concrete to abstract, that means to start a fresh it, which learners regarded as "tabularasa" that they know nothing	
	(iv) Learning by doing, this involve practising demonstrations in order to make the learner to understand the lesson	

Extract 2.1: A sample response from a candidate with weak performance in question 2.

In extract 2.1, the candidate identified wrongly the English language teaching methods as; *simple sentence*, *known to unknown*, *concrete to abstract* and *learning by doing*.

2.1.3 Question 3: Sentence Types and Punctuation

The question required the candidates to punctuate the following sentences:

- (a) *Oh Something has gone into my eye*
- (b) *what a rude husband*
- (c) *To say the least students should study hard in order to pass their examinations*
- (d) *do the buses run every day*

The question was attempted by 374 (100%) candidates. The analysis shows that 104 (27.8%) candidates scored from 0 to 1.5 marks, 166 (44.4%) scored from 2 to 2.5 marks and 104 (27.8%) candidates scored from 3 to 4 marks. The general performance of the candidates in this question was good because 270 (72.2%) candidates scored from 2 to 4 marks. The candidates' performance in this question is illustrated in Figure 3.

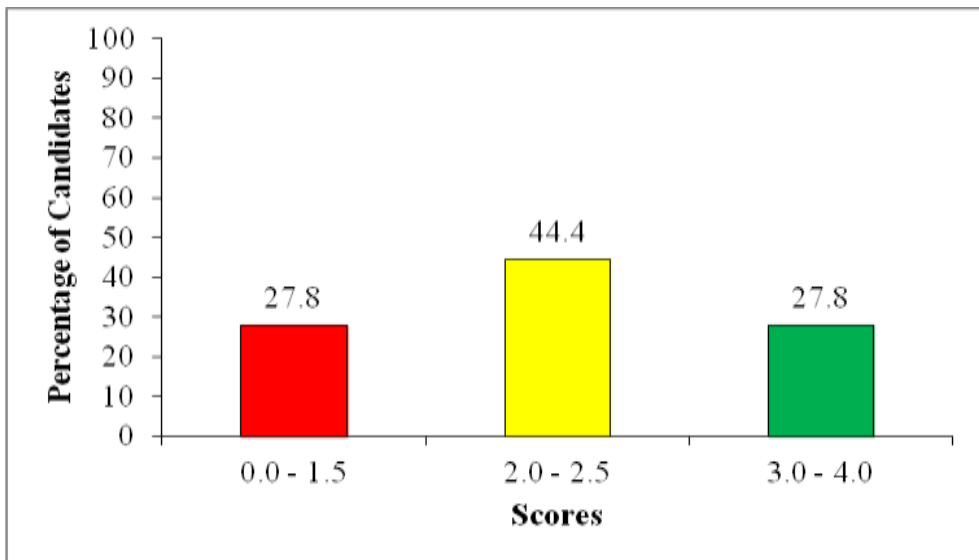


Figure 3: *The Candidates' Performance on Question 3*

The analysis shows that 104 (27.8%) candidates had weak performance in this question. These candidates were not knowledgeable on punctuation marks. Some of the punctuation marks provided by most candidates were incorrect. Also, the responses given by the candidates show that they did not understand the question since they provided answers which were different from the question asked. One of the candidates mentioned sentence types, namely *simple sentence*, *compound sentence* and *complex sentence*. Another candidate mentioned the punctuation marks instead of applying them in the sentences given. The punctuation marks which he/she mentioned were: *exclamation mark*, *question mark*, *full stop* and *comma*. Extract 3.1 shows a sample of an incorrect response from one of the candidates who scored weak marks in this question.

3	b) A rude husband	
	is the husband who do	
	d not be in a Marriage	
	(d) Mean the person who run every day	
	without job	
	(c) Announcemont to the student	
	(a) Living for a long time	

Extract 3.1: A sample of an incorrect response in question 3.

In extract 3.1, the candidate failed to write correct punctuation marks instead he/she provided the meaning of each sentence.

Further analysis on the candidates' performance in this question shows that 166 (44.4%) candidates had average performance in this question. These candidates punctuated some sentences correctly but failed to do the same to others. Extract 3.2 shows a sample of an average response from one of the candidates in question 3.

3.	(a) Oh! something has gone into my eye?	
	(b) What a rude husband?	
	(c) To say the least, students should study hard,	
	in order to pass their examinations	
	(d) Do the buses run every day?	

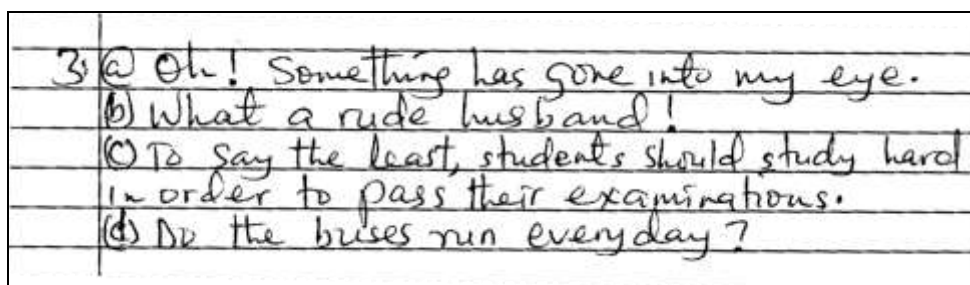
Extract 3.2: A sample of an average response in question 3.

In extract 3.2, the candidate managed to punctuate only some of the sentences but failed the rest of the sentences given in the question.

However, further analysis of the candidates' performance in this question shows that 104 (27.8%) candidates performed well. These candidates punctuated correctly the sentences given. They demonstrated knowledge of how to use punctuation marks in sentences. The correct sentences were:

- (a) *Oh! Something has gone into my eye.*
- (b) *What a rude husband!*
- (c) *To say the least, students should study hard in order to pass their examinations.*
- (d) *Do the buses run every day?*

Extract 3.3 shows a sample of responses from one of the candidates who punctuated sentences correctly.



Extract 3.2: A sample response from a candidate who provided the correct answer in question 3.

In extract 3.2, the candidate provided correct punctuation marks, namely *exclamation marks, full stop, comma and question marks*.

2.1.4 Question 4: Teaching Reading

The candidates were required to use four points to identify stages to be followed by an English Language teacher when teaching vocabulary in the classroom.

The question was attempted by 374 (100%) candidates, of which, 185 (49.5%) scored from 0 to 1.5 marks, 82 (21.9%) scored from 2 to 2.5 marks and 107 (28.6%) scored from 3 to 4 marks. Generally, the candidates' performance in this question was average because 189 (50.5%) candidates scored from 2 to 4 marks. The candidates' performance in this question is illustrated in Figure 4.

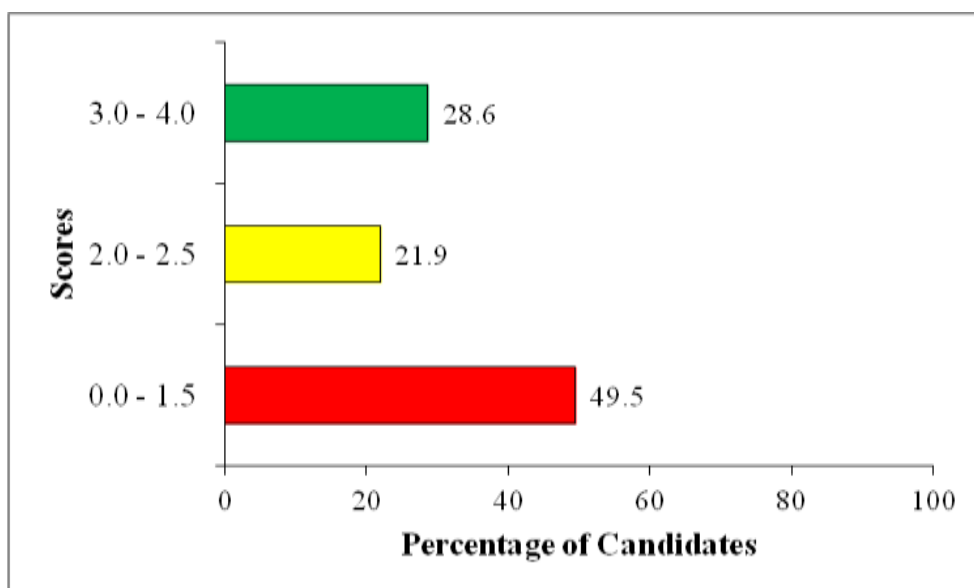


Figure 4: *The Candidates' Performance on Question 4*

The analysis on the candidates' performance in this question shows that 185 (49.5%) candidates had weak performance in this question. These candidates lacked knowledge of the stages of teaching vocabulary in the classroom. Some candidates misinterpreted the question by identifying the techniques to be used in teaching vocabulary, such as *examples, real objects, context, drawings and pictures, synonyms and antonyms, explanations and using translation*. Others identified the general teaching techniques which cut across all teaching subjects such as *role play, demonstration and question and answers*. Extract 4.1 shows a sample response from a candidate who provided an incorrect responses in this question.

4. (i)	Repetition drill	
(ii)	Songs and games	
(iii)	Displacement drill	
(iv)	Transformation drill	

Extract 4.1: A sample of an incorrect response in question 4.

In extract 4.1, the candidate wrongly identified stages to be followed in teaching vocabulary as *repetition drill, songs and games, displacement drill and transformation drill*.

Furthermore, 82 (21.9%) candidates had average performance. These candidates identified the stages to be used when teaching English language but some parts of the answers were unclear, thus scored half of the marks. For example, one candidate identified the stages as: *analyse the key terms by highlighting them, search for materials that would help when teaching vocabulary like pictures, drawings, students to repeat what he/she has said and to enable students to identify the words or sentences with the objects and the words to be used correctly*. Extract 4.2 shows a sample response from one of the candidates who provided answers to some parts of the question correctly.

4.	Four point to identify the Stages to be followed by an English language teacher when teaching Vocabulary in the classroom.
(i)	Text for reading are selected. When the English teacher want to teach Vocabulary must select a text to be read in the class.
(ii)	Vocabulary from the text are identify and their equivalent meaning
(iii)	Memorization activities are provided
(iv)	Translation of a text are done.

Extract 4.2: A sample with average scores in question 4.

Extract 4.2 shows a sample of a response from a candidate who identified stages of teaching vocabulary correctly but the last two points were incorrect hence, scoring average marks.

Although many candidates fall in the two categories, weak and average performance, 107 (26.8%) candidates managed to score high marks, thus had good performance. These groups demonstrated good mastery of the topic, especially on the stages to be followed when teaching vocabulary and good command of English language. They were able to identify stages such

as pre-teaching a few key words before students read a text or a chapter in a reader, check the understanding of vocabulary in a text after the students have read it, teach useful words while preparing the class for composition and/or begin a lesson with oral or written exercise to revise or test vocabulary previously taught. Extract 4.2 shows a sample of a response from one of the candidates who attempted the question correctly.

4.	Vocabulary refer to the words that a person know or refer to all words that are used in a particular language so vocabulary in English language are taught through Synonym, antonym, real things, pictures, and drawings mnemonic as well as contextualization so the following are the stages of teaching vocabulary in class room
	i/ Analysing of different vocabularies to the black boards, this involve writing some vocabularies to the black boards
	ii/ To direct the students by pronouncing the vocabulary by imitating the sound of teacher as he or she pronounce the written vocabulary
	iii/ To assign the students to identify different vocabularies which are written to the black board and pronounce
	iv/ To assign the students to write different vocabularies in which he or she are familiar with and whatever

Extract 4.3: A sample of correct responses in question 4.

In extract 4.3, the candidate identified stages to be used by an English language teacher in teaching vocabulary correctly.

2.1.5 Question 5: Word Forms and Meanings

The candidates were required to explain briefly four benefits of word reference materials.

The question was attempted by 374 (100%) candidates. The analysis shows that 277 (74.1%) candidates scored from 0 to 1.5 marks, 40 (10.7%) scored

from 2 to 2.5 marks, and 57 (15.2%) candidates scored from 3 to 4 marks. The general performance of the candidates in this question was weak because only 97 (25.9%) candidates scored from 2 to 4 marks. The performance of the candidates in this question is illustrated in Figure 5.

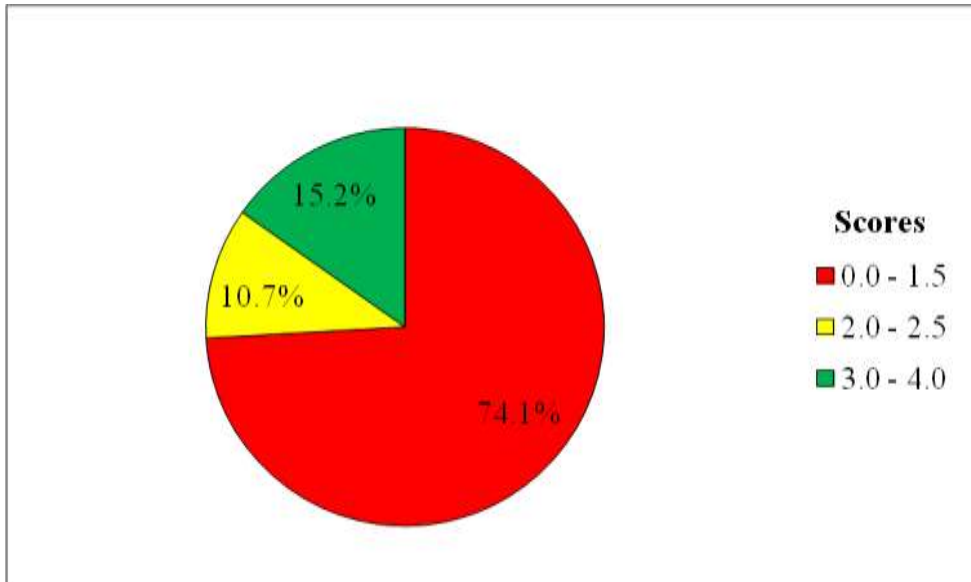


Figure 5: *The Candidates' Performance in Question 5*

The analysis on the candidates' performance in this question shows that 277 (74.1%) candidates had weak performance due to inadequate knowledge of word reference materials. Most of the candidates failed to differentiate *word reference materials* from *reference materials*. They misinterpreted the requirements of the question, instead of explaining the four benefits of word reference materials they explained the importance of *reference materials*. For instance, one of the candidates provided the following responses: *it helps students to review during examination. It helps in the process of teaching and learning. It helps teacher in setting examination and it helps teacher to design teaching and learning aids*. Extract 5.1 shows a sample of an incorrect response from one of the candidates in this question.

5.	i/ Teaching and learning Aid.	
	ii/ Scheme of work.	
	iii/ lesson plan.	
	iv/ lesson notes.	

Extract 5.1: A sample of an incorrect response from a candidate with poor performance in question 5.

Extract 5.1 shows a sample response from a candidate who incorrectly explained four benefits of word reference materials.

Further analysis of this question shows that 40 (10.7%) candidates had average performance. Some of the points provided by the candidates were correct, but others were not. This made them to score average marks. Extract 5 illustrates.

5.	i/ It help the teacher to clarify the concept during teaching.	
	ii/ It help the teacher to search the meaning of difficult vocabularies.	
	iii/ Also can be used as the source of knowledge.	
	iv/ Also students use reference material for identifying synonyms.	

Extract 5.2: A sample of responses from a candidate with average performance in question 5.

Extract 5.2 shows a sample response from a candidate who explained briefly some points correctly but failed in others. The candidate wrote: *it helps the teacher to clarify the point during teaching, help the teacher to search the meaning, it can be used as the source of knowledge and it is used for identifying synonyms.*

Apart from the weak and average performance demonstrated above, the analysis indicates that, 57 (15.2%) candidates performed well. These

candidates had sufficient knowledge of the benefits of word reference materials to be used in English language. They understood the requirements of the question, thus they provided correct responses. They wrote that the benefits of word reference materials in English language are: *it helps to know the meaning of a word, its usage, how it is pronounced, how it is spelt*, etc. Extract 5.3 shows a sample of responses from one of the candidates who performed well in this question.

OS	i Helps to get the correct spelling of words example in the dictionaries
ii	Helps to get the meaning of a word because some words may have more than one meaning.
iii	Helps to get clear pronunciation of words through words transcription
iv	Helps to get the synonyms of the words.

Extract 5.3: A sample of correct responses in question 5.

Extract 5.3 shows a correct response from a candidate who briefly explained the benefits of word reference materials correctly.

2.1.6 Question 6: Teaching Aural/ Oral Skills

In this question, the candidates were required to mention four activities suitable for developing listening sub-skills to form one students.

The question was attempted by 374 (100%) candidates. The analysis shows that 153 (40.9%) candidates scored from 0 to 1.5 marks, 69 (18.4%) scored from 2 to 2.5 marks, and 152 (40.7%) candidates scored from 3 to 4 marks. Generally, the overall performance of the candidates in this question was average because 221 (59.1%) candidates scored from 2 to 4 marks. The candidates' performance is illustrated in Figure 6.

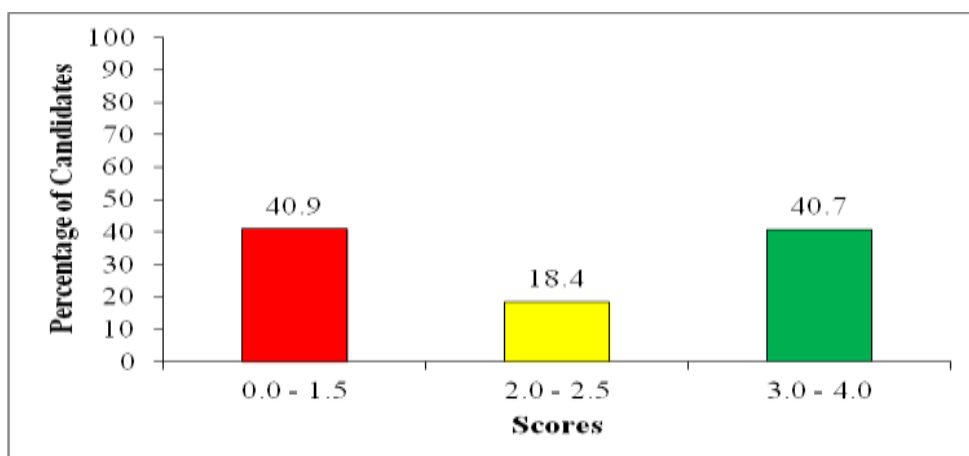


Figure 6: *The Candidates' Performance on Question 6*

The analysis on the candidates' performance in this question shows that 152 (40.7%) candidates performed well. These candidates had adequate knowledge of the activities suitable for developing listening sub-skills to form one students. They provided activities such as: *listen for a gist of what is said, guessing about the speaker, predict what people will say next, listen for specific information, tick the word you hear, filling the gaps for the missing words and make notes on what people say on the tape*. Extract 6.3 is a sample of such a response from the candidate who scored high marks.

6	i/ List and write what they say ; so when they say something you should write what they say	
	ii/ Listen to the specific information	
	iii/ Fill the gap to the missing words	
	iv/ Predict what others say	
	v/ Guess about the learners.	

Extract 6.3: A sample of a correct response in question 6.

Extract 6.3 shows a sample response from a candidate who stated the activities suitable for developing listening sub-skills to form one students correctly.

Further analysis of the candidates' performance in this question shows that 69 (18.4%) candidates had average performance. These candidates provided some of the parts correctly and other points were incorrect. Extract 6.2 shows a sample of a response from a candidate with average marks.

6	(i) predict information	
	Students should predict information when he/she as a student listen and pay attention about any information that can be provided.	
	(ii) Recognized vocabulary	
	During paying attention learners who should be write vocabulary in order to listen information that can be provided.	
	(iii) Recognized english speech sound in isolation	
	Students or learners should be use speech sound in isolation in order to get different meaning to be provided.	
	(iv) Understand the meaning of grammar	
	Students should be listen in order to understand meaning of different words.	

Extract 6.2: A sample of a response from a candidate with average scores in question 6.

Extract 6.2 shows a response from a candidate who managed to provide few correct points on the suitable activities for developing listening sub-skills to form one students.

The analysis on the candidates' performance indicates further that, 153 (40.9%) candidates had weak performance in this question. These candidates had partial knowledge of developing listening sub skills to form one students. For example, one of the candidates mentioned *discussion, debate, question and answers and dialogue* as the activities for developing listening sub skills to form one students, which are incorrect. Others,

provided irrelevant answers which are against the requirements of the question. For example, one candidate wrote; *recognising contracted forms, recognise the vocabulary, recognising the intonation, recognising the changes of pitch, tone and delivering speech*. Extract 6.1 shows a sample of incorrect responses from one of the candidates in this question.

6	ii) To teach them from simple to complex
	iii) The use of everyday vocabularies
	iv) Translation of concrete vocabularies
	v) The use of suitable teaching and learning aids

Extract 6.1: A sample of an incorrect response in question 6.

Extract 6.1 shows a sample of responses from a candidate who could not state the four activities suitable for developing listening-sub skills among the form one students.

2.1.7 Question 7: The English Sound System

In this question, the candidates were required to explain briefly with one example for each how the following sounds are produced:

- (a) *Dental sound.*
- (b) *Labial dental sound.*
- (c) *Alveolar sound.*
- (d) *Palatal sound.*

This question was attempted by 374 (100%) candidates. The analysis shows that 311 (83.2%) candidates scored from 0 to 1.5 marks, 31(8.2%) scored from 2 to 2.5 marks, and 32 (8.6%) candidates scored from 3 to 4 marks. The general performance of the candidates in this question was weak because 63 (16.8%) candidates scored from 2 to 4 marks. The candidates' performance for this question is illustrated in Figure 7.

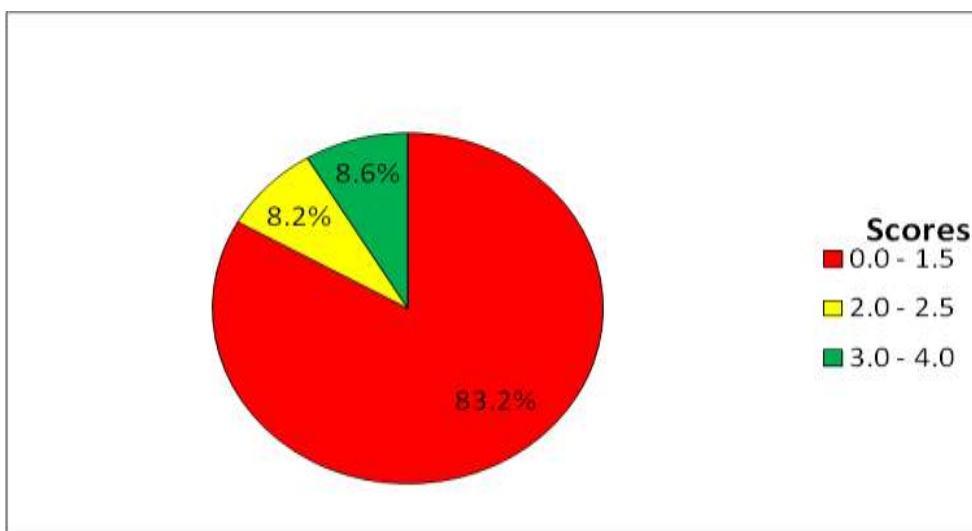


Figure 7: *The Candidates' Performance in Question 7*

The analysis of the candidates' performance in this question shows that 311(83.2%) candidates performed poorly. Most of the candidates lacked knowledge about the topic of *English sound system*, especially on how sounds are produced using human speech organs. Most of the candidates provided guessed answers which indicates that they were not conversant with the topic. One of the candidates provide the following responses: *dental sound are speech organ which are used to produce word when the upper teeth combine with lower lip to produce a word example, fish. Labial dental sound produces the word when the upper lips join with lower lips example, come. Alveolar sound produce the sound when there is blockage of air example active. Palatal sound produce the sound when they join between upper palatal with tongue to produce the sound example, live, leaves.* Extract 7.1 shows a sample of an incorrect response from one of the candidates in this question.

7	Dental Sound is the mother tongue the first language to be learned
	Labial dental Sound is the Second language learned at School or Community around the person, as Kiswahili in Tanzania.
	Alveolar Sound - this is the Third language international language such as English in Tanzania
	Palatal Sound is other language that person can learn for the special purposes as French, Latin

Extract 7.1: A sample of incorrect responses in question 7.

Extract 7.1 shows a sample response from a candidate who could not explain how *dental*, *labial dental*, *alveolar* and *palatal* sounds are produced.

Further analysis on the candidates' performance in this question shows that 31 (8.2%) candidates had an average performance. These candidates explained correctly two points out of the four points, hence scored half marks. Others provided explanations but failed to provide correct examples while others provided only correct examples but failed to provide correct explanations. Extract 7.2 shows a sample of response from a candidate with an average performance in this question.

7	(a) /t/ /d/ - They are produced when the tip of the tongue are contact with upper teeth and lower teeth.
	(b) /f/ /v/ - They produce when the upper teeth are contact with the lower lip
	(c) /s/ /z/ - They are produced when the tip of the tongue are contact with hard palate
	(d) /k/ /g/ - They produce when the back of the tongue are contact with soft palate

Extract 7.2 is sample of an answer with average scores in question 7.

Extract 7.2 shows a sample response from a candidate who explained correctly how dental and labial dental sounds are produced but failed to explain how alveolar and palatal sounds are produced.

Besides the candidates' poor and average performance explained in this report, the analysis indicates further that 32 (8.6%) candidates had good performance. The responses show that the candidates had enough knowledge of English sound system, especially on the production of dental, labial dental, alveolar and palatal sounds. They also managed to provide correct examples, such as: *Dental sound is produced when the tip of the tongue comes very close to the edge of the two upper front teeth. eg, /θ/ for thank you, think, etc. Labial dental sound is produced when the lower lip comes into contact with the upper teeth eg. /f/ for food, fire, fine, etc. Alveolar sound is produced when the tip of the tongue comes into contact with the ridge behind the upper teeth eg, /t/ for teeth, twins, tank, time, etc. Palatal sound is produced when the central part of the tongue is in contact with the hard palate eg. /j/ for you, yes, and year.* This is shown in Extract 7.3.

7. a) Dental sounds are produced when the blade of tongue comes to contact with upper teeth. For example /θ/ and /ð/.	
b) Labio-dental sounds are produced when the upper ^{teeth} tip come to contact with lower lip. For example /f/ and /v/.	
c) Alveolar sounds are produced when the tip of the tongue comes to contact with alveolar ridge. For example /t/ and /d/.	
d) Palatal sound - It is produced when the blade of tongue is raised toward the hard palate. For example /j/.	

Extract 7.3: A sample of a correct response in question 7.

Extract 7.3 shows a sample response from a candidate who explained correctly how dental, labial dental, alveolar and palatal sounds are produced.

2.1.8 Question 8: Theories of Language Teaching and Learning

This question required the candidates to explain briefly in four points the application of constructivism, in the teaching and learning process.

The question was attempted by 374 (100%) candidates. The analysis shows that 119 (31.8%) candidates scored from 0 to 1.5 marks, 78 (20.9%) candidates scored from 2 to 2.5 marks and 177 (47.3%) candidates scored from 3 to 4 marks. Generally, the performance of the candidates in this question was average because 255 (68.2%) candidates scored from 2 to 4 marks. The candidates' performance in this question is illustrated in Figure 8.

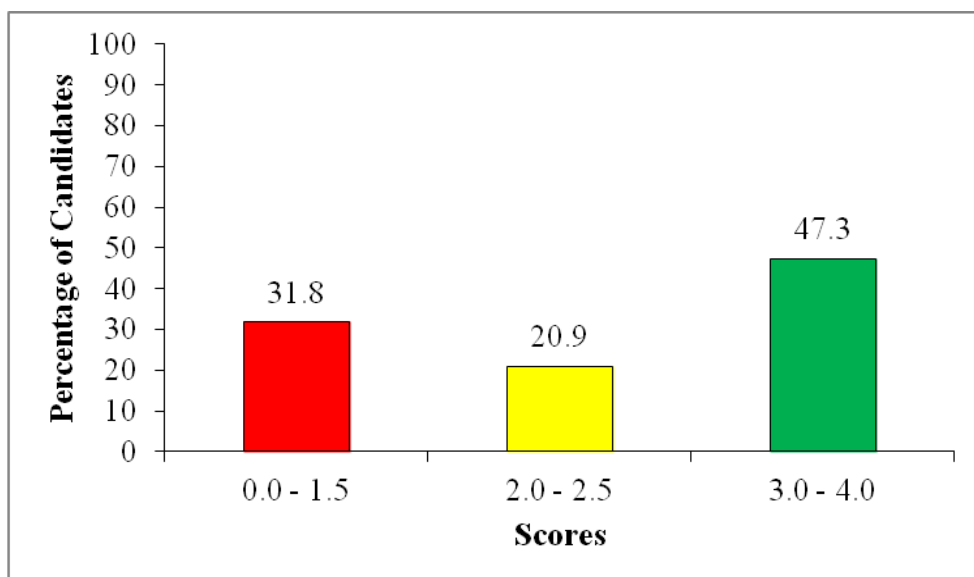


Figure 8: *The Candidates' Performance on Question 8*

The analysis on the candidates' performance in this question shows that 177 (47.3%) candidates performed well. These candidates demonstrated enough knowledge of the theory of constructivism and its application in teaching and learning process. They had knowledge about the demands of the question, thus they provided correct explanations with relevant examples. The applications of constructivism were: *teacher must seek out and use students' prior knowledge and ideas to guide his or her lesson, the teacher has to accept and encourage students' initial ideas, the teacher has to*

promote students' leadership, collaboration, location of information and taking actions as a result of the learning process. teacher should use a variety of evaluation techniques and; the learner must play an active role in assimilating knowledge into existing frame work. Extract 8.2 is a sample of a correct response from one the candidates in this question.

8.	i/ It creates confidence to the learners. This appears since the learner bein involved in looking for answers like the use of debates.
	ii/ It make or creates the long-term memory to the learners. This is due to the effective participation of the learners in the class.
	iii/ It enable a learner to think critically because of the participation of the learners to participate in the process of teaching and learning is clear that will thing so that to contribute.
	iv/ It develops the four language skills to the learner. For example when students discuss together through the discussion they listen, speak, read but also write.

Extract 8:1: A sample of a correct response in question 8.

In extract 8.1, the candidate explained correctly the application of constructivism in teaching and learning process.

Further analysis on the candidates performance in this question shows that 78 (20.9%) candidates had average performance. These candidates explained some points correctly which led them to score average marks in this question. Also, some of the candidates provided correct answers but

failed to give correct examples in relation to their explanations. Extract 8.2 shows a sample of responses from one of the candidates with average scores in this question.

Qn 8)	The pt applied in teaching and learning theory	
ii	Increase the learner creativity where by the constructivism employ the use of simple language and to use role play which help learner to be creative	
iii	Used in teaching vocabulary students used. teacher may used different technique to produce vocabulary.	
iv	Enhance interest and attention of the learner through using different technique and method of teaching and learning process.	

Extract 8.2: A sample response from a candidate with an average performance in question 8.

Extract 8.2 shows a sample response from a candidate who explained two points correctly on the application of constructivism in teaching and learning process.

The analysis shows further that, 119 (31.8%) candidates performed poorly in this question. These candidates lacked sufficient knowledge of constructivism and its application in teaching and learning process. For instance, one of the candidates explained wrongly the lesson development stages as one of the application of constructivism in teaching and learning process. He/she explained about: *introduction stage and new knowledge stage*. Further analysis shows that, some of the candidates provided guessed answers. For example, one of the candidates explained wrongly the application of constructivism as; *it is applied in the classroom during teaching and learning process. It is applied during assessment and evaluation. Also, it is applied during measuring students' behaviour and it also applied during block teaching practice*. Extract 8.3 shows a sample response from one of the candidates with weak performance in this question.

8	Application of constructivism in	
	teaching and learning process	
	(a) Through group discussion	
	(b) Through asking questions	
	(c) Through role play	
	(d) Through debate	

Extract 8.3: A sample of an incorrect responses in question 8.

Extract 8.3 shows a sample response from the candidate who explained wrongly the application of constructivism in the teaching and learning process, thus scoring weak marks.

2.1.9 Question 9: Teaching Reading.

This question required the candidate to differentiate reading aloud from silent reading using four points.

The question was attempted by 374 (100%) candidates. The analysis shows that 68 (18.2%) candidates scored from 0 to 1.5 marks, 110 (29.4%) scored from 2 to 2.5 marks, and 196 (52.3%) candidates scored from 3 to 4 marks. The general performance of the candidates in this question was good because 306 (81.7%) candidates scored from 2 to 4 marks. Figure 9 illustrates the candidates' performance in this question.

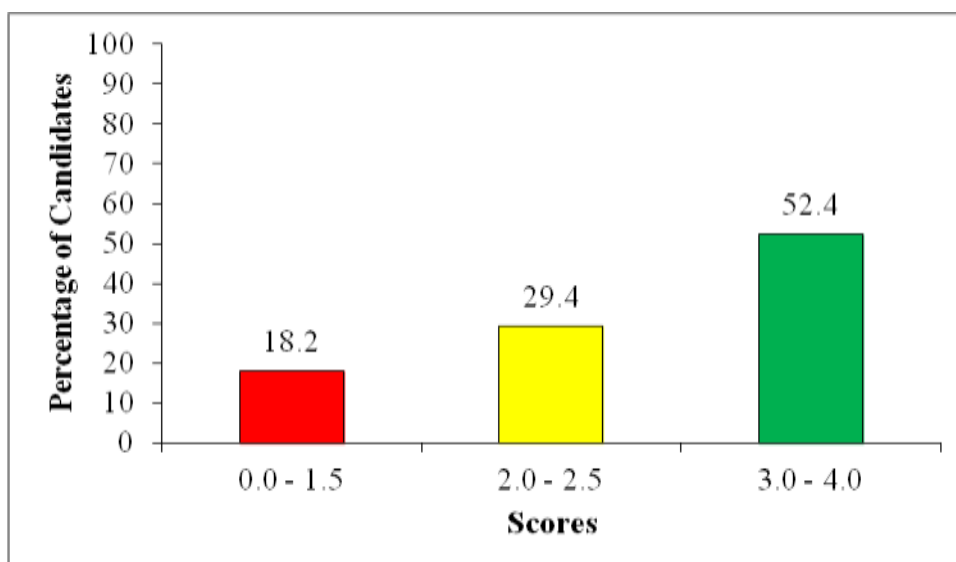


Figure 9: The Candidates' Performance in Question 9

The analysis of the candidates' performance shows that 196 (52.3%) candidates had good performance in this question. These candidates were

knowledgeable on the differences between reading aloud and silent reading. The following were the correct answers:

- (a) *Reading aloud involves looking at the text and saying it while silent reading does not involve saying the words we read.*
- (b) *The purpose of reading aloud is not just to understand a text but to convey information to someone else. On the other hand, silent reading means reading in order to get meaning from the text.*
- (c) *Loud reading is not an activity which is often engaged in very often outside the classroom. On the other hand, silent reading is an activity which students normally engaged outside the classroom since it is not aimed at learning in the class as a part of lesson.*
- (d) *Loud reading is used at the early stage when the learner is learning to recognize letters and words. This enables the learners to make connection between the sound and spelling. On the other hand, silent reading can be applied in the day to day reading.*

Extract 9.1 shows a sample of a correct response from one of the candidates who attempted the question.

9.	(i) Reading aloud is the type of reading where by a reader of a particular text produces voiced sound in reading while Reading silent is the kind of reading where by a reader reads text silently.
	(ii) Reading aloud is applied in lecture rooms while Reading silent is applied in places like Libraries.
	(iii) There is no high concentration in reading aloud while There is high concentration in reading silent.
	(iv) Reading aloud can take place anywhere while Reading silent needs calm and Cool environments.

Extract 9.1: A sample of a correct response in question 9.

Extract 9.1 shows a sample response from a candidate who differentiated reading aloud from silent reading correctly, thus scoring high marks.

Moreover, the analysis of the candidates' performance in this question shows that 110 (29.4%) candidates had average performance. These candidates managed to provide some points correctly which led them to score average marks. Also, some candidates' points were correct but not clearly explained. Extract 9.2 shows a sample of an average response from one of the candidates in this question.

<p>9. i) Reading aloud; is the type of reading in which a reader produces sound when reading.</p> <p>While</p> <p>Silent reading; is the type of reading in which a reader does not produce any kind of sound.</p> <p>ii) Silent reading is useful for self understanding as no one hears what an individual reads about.</p> <p>While</p> <p>Reading aloud, it is for majority understanding as you read for other people to hear on their behalf. for example Preaching in church or mosque</p> <p>iii) Silent reading is useful for beginners, as it allows self correction compare to Loud reading which it does not give a room for correction when it is used.</p> <p>iv) Loud reading, enables a reader to become competent in reading various texts, as he/she reads on behalf of people who corrects when an error occurs. While</p> <p>Silent reading enhancing speed than accuracy but understanding.</p>	
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Extract 9.2: A sample of a response with average scores in question 9.

Extract 9.2 shows a sample response from a candidate who differentiated reading aloud from silent reading by providing some correct points.

The analysis shows further that, 68 (18.2%) candidates did not perform well in this question. The candidates had inadequate knowledge of differentiating reading aloud from silent reading. Most of them provided guessed answers. This shows that, they did not understand the question. Some candidates relied on either the advantages of reading aloud over silent reading or the advantages of silent reading over reading aloud, instead of differentiating them. For instance, one of the candidates differentiate these types of reading as; *reading aloud makes easier to identify any kind of grammatical pronunciation of words while silent reading is very difficult to identify errors occurred in grammatical pronunciation of words or sentence. Reading aloud is for the purpose of everyone to get the information while silent reading is for enjoyment or owned information.* Another candidate differentiated these types of reading as; *reading aloud is done to improve pronunciation while silent reading mostly is used to improve knowledge. Reading aloud improve confidence while silent reading does not improve confidence.* Extract 9.2 shows a sample of response from one of the candidates who failed to differentiate reading aloud from silent reading.

9.	<p>① Reading aloud is the process of going through in order to understand and finding the specific information without going details. Example Reading Newspaper Magazine While silent reading is the process of going through details to get the whole information.</p> <p>② Reading aloud characterized in Magazine, Newspaper and other things like TV or Mass media while silent reading characterized in school, library and other academic matters.</p>	
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Extract 9.2: A sample of an incorrect response in question 9.

Extract 9.3 shows a sample response from a candidate who wrongly differentiated reading aloud from silent reading hence performed poorly.

2.1.10 Question 10: Literary Analysis

The question required the candidates to name and explain briefly the types of figurative language to be used in the following sentences:

- (a) *He is a monkey at his position as a goal keeper.*
- (b) *The hens were embracing to each other.*
- (c) *Waoh! That is marvelous!*
- (d) *The food is as scarce as teeth in the hen's mouth.*

The question was attempted by 374 (100%) candidates. The analysis shows that 289 (77.3%) candidates scored from 0 to 1.5 marks, 45 (12.0%) candidates scored from 2 to 2.5 marks and 40 (10.7%) candidates scored from 3 to 4 marks. The general performance of the candidates in this question was weak because 85 (22.7%) candidates scored from 2 to 4 marks. Figure 10 illustrates the candidates' performance in this question.

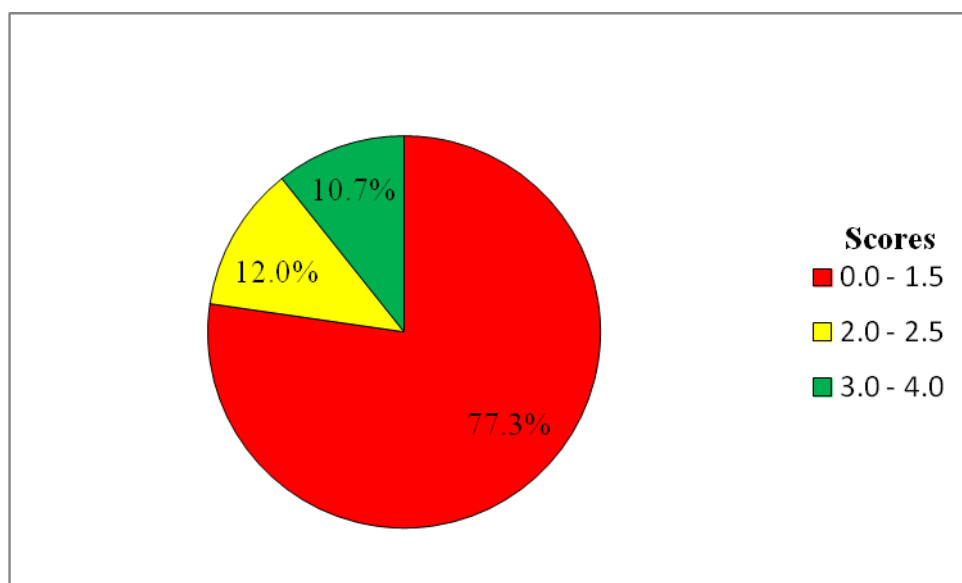


Figure 10: *The Candidates' Performance on Question 10.*

The analysis of the candidates' performance in this question shows that 289 (77.3%) candidates performed weakly in this question. Most of the candidates lacked enough knowledge of figurative language to be used in sentences. The candidates had some knowledge of figurative words, but

failed to apply them in the sentences which they were given. For example, one of the candidates provided wrong figurative words such as; *exaggeration and onomatopoeia*. Other candidates identified figurative words which were not appropriate to the respective sentences as; *symbolism, exaggeration, metaphor, simile, hyperbole, sarcasm, sayings, etc.* Extract 10.1 shows a sample of an incorrect response from one of the candidates in this question.

10	(a) Monkey	
	This is the figurative language used in the	
	Sports and Games language which means	
	The Monkey is the Goalkeeper	
	(b) Hens	
	This is the figurative language used in the	
	normal situation with secret events or issues	
	So Hens means the Audience which are not	
	not allowed to get that message.	
	(c) Waah!	
	This is the figurative language which is used	
	to show the happiness or being happy for	
	something good or well.	
	(d) Food is as scarce	
	This is the figurative language used to show	
	that the food is not enough mean its a little.	

Extract 10.1: A sample of an incorrect response in question 10.

Extract 10.1 shows a sample response from a candidate who failed to name and explain the type of figurative language to be used in the given sentences.

Further analysis on the performance of the candidates in this question shows that 45 (12.0%) candidates had average performance. These candidates provided some figurative words correctly which led them to score average marks. Extract 10.2 shows a sample of an average performance from one of the candidates in this question.

10. (i) Personification. This Means the figures of speech which involve giving an animate attributes or features of human being; foreexample; He is a Monkey.	
(ii) Simile. This Means Comparing two dissimilar thing by using Conjunction or linking words. foreexample; He is a Monkey at his position - as a goal keeper	
(b) personification This Means hens have given the attributes of embracing that is attribute of human being. foreexample; The hens were - embracing to each other.	
(c) Allusion This Means the figures of speech which express something through Wondering and Strong Feeling; foreexample; Waah! That is Marvelous!	
(d) Simile This Means Comparison of two dissimilar things by using linking words. foreexample; The food is as scarce as teeth in hen's Mouth.	

Extract 10.2: A sample of an average response in question 10.

Extract 10.2 shows a sample response from a candidate who named and explained the two figurative language to be used among the four sentences given.

However, further analysis shows that 40 (10.7%) candidates performed well. These candidates identified and explained only three figurative words to be used in the sentences they were given. These figurative words

are: *metaphor, personification, irony and simile*. Extract 10.3 shows a sample of a good response from one of the candidates in this question.

40.	a/ Metaphor.	
	This is the figurative use in the sentence because it compares two dissimilar things by using "is".	
	b/- personification.	
	Because the horse is given to talk like human being or is personified as human being.	
	c/ Hyperbole	
	This shows that the speaker exaggerates the information by saying "marvellous"	
	d/ Simile	
	This is the figurative use because the food is compared to teeth through using conjunction "as"	

Extract 10.3: A sample of a correct response in question 10.

Extract 10. 3 shows a sample response from a candidate who managed to name and explain briefly the types of figurative language to be used in the given sentences.

2.2 SECTION B: Essay Questions on Academic Content

This section had three questions, 11, 12 and 13. The candidates were required to answer only two questions. Each question was allocated fifteen (15) marks, which makes the total of thirty (30) marks.

2.2.1 Question 11: Literary Analysis

The question required the candidates to analyse six strengths of oral literature.

The question was attempted by 368 (98.4%) candidates. The analysis shows that 5 (1.4%) candidates scored from 0 to 5.5 marks, 246 (66.8%) scored from 6 to 10 marks, and 117 (31.8%) candidates scored from 10.5 to 15 marks. Generally, the performance of the candidates in this question was good because 363 (98.6%) candidates scored from 6 to 15 marks. The candidates' performance in this question is summarised in Figure 11.

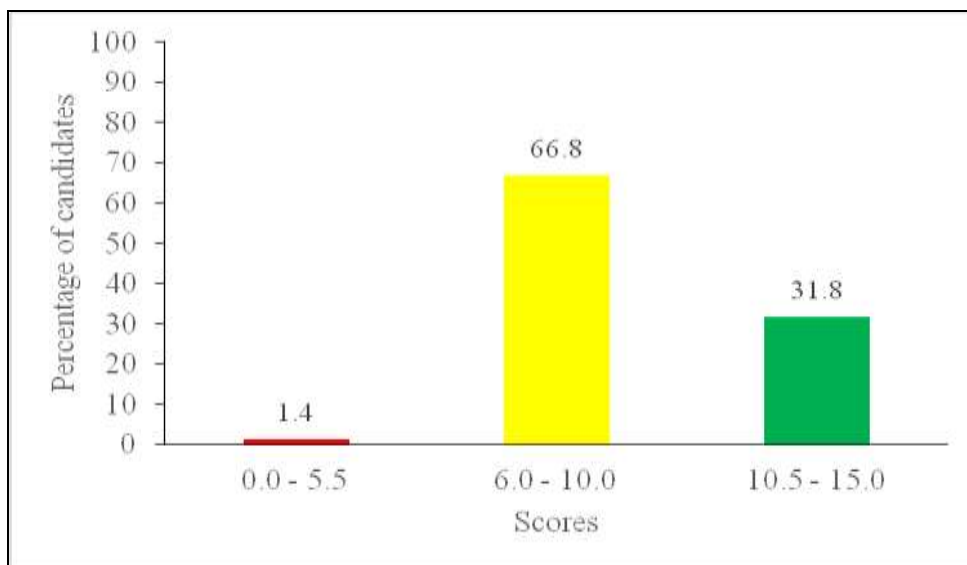


Figure 11: *The Candidates' Performance on Question 11*

The analysis of the candidates' performance in this question shows that 117 (31.8%) candidates performed well in this question. These candidates had sufficient knowledge of the strengths of oral literature. They explained the strengths of oral literature with relevant examples. Also they showed their ability on essay writing and demonstrated good command of English language. The summary of the correct answers were: *It is the oldest form of literature, it is cheaper, since it is delivered through word of mouth, It helps to develop language skills of listening and speaking since it involves speaking to tell a story, it helps to develop the social relationship among teachers and students and even students themselves, it can be corrected easily, all main techniques and devices of literature like simile, metaphor, rhyme just to mention a few were invented during the time man new only oral literature and; it is not selective, since it involves both who can read and write and those who cannot.* Extract 11 shows a sample of a correct response from one of the candidates in question 11 with good performance.

11: Oral literature is the type of literature which convey the message to audience through words of mouth. Oral literature has various types like songs and dances, stories, proverbs and idioms. Oral literature also is characterized by interacting audience and author together and it entertain, educate, emphasize and convince in the society. The following are the strengths of oral literature like as follows:

It is the property of whole society. literature is not selective to those who are educated and non-educated one. It is used by all people in the society regardless of his/her level of education. Example; A grandmother who is not able to read and write can sing a song to her grand children or can also narrate the story to them and children can enjoy and learn something.

Oral literature also interact the author and audience at the same time. When author is performing any work of oral literature example songs, stories and proverbs the audience around him/her to see his/her performance. Example; When the gospel musicians like Boni Mwaitege sings his song the audience see him/her directly is what is called oral literature and this interaction enable audience to understand easily.

like wise, Oral literature is not expensive.

re. It does not need any thing to be acted or performed because it is preserved in the people's mind and is presented by the way of mouth. Example: When a person sing a song, can not use any thing to sing but he/she can only use mouth to sing.

In addition, it has actions. Oral literature shows various actions thus why is quality and the good way of conveying message. When oral literature is acted on the stage the audience and author can clap their hands, dance and use other body language like facial expression, body movement and eye contact which increase the attractive of the literary work.

All in all, it change according to time. Oral literature can change at any time according to environment or science and technology so as to be modified for the need of the society.

Oral literature can be provided at any place. Sometime oral literature can be provided at any place where it is needed so as to fulfill the needs of the people in the society.

Generally, Oral literature has various strengths because it has actions, can change according to time, not expensive, interact with audience also is the property of all/whole society. Oral literature entertain the people and also

Extract 11.1: A sample of a correct response in question 11.

Extract 11.1 shows a sample response from a candidate who explained correctly the strengths of oral literature, hence scored high marks.

Further analysis of the candidates' performance in this question shows that, 246 (66.8%) candidates had average performance. These candidates explained correctly some of the points on the strengths of oral literature. Others, provided correct points, but could not elaborate them clearly due to poor English language proficiency. Other candidates explained the points correctly but failed to provide examples in relation to the points they explained.

Moreover, most of the candidates explained the general strengths of literature without focusing on the oral literature as the question required. For example, one of the candidates explained wrongly the strengths of oral literature as: *it educates people, it entertains, it create confidence, it criticize the society, etc.* The points provided were too general; they are not specific to oral literature. The specific points to oral literature were: *it is the oldest form of literature, it is cheaper since many people can have an access on it, it can be corrected easily since it is spontaneous, it is not selective; it involves both who can read and write and those who cannot, etc.*

Furthermore, the analysis shows that 5 (1.4%) candidates performed weakly in this question. The reasons behind their weak performance include: lack of sufficient knowledge of oral literature especially on its strengths, failure to provide all the points required and poor command of English language. These factors contributed to weak performance for many candidates, Extract 11.3 shows a sample of responses from one of the candidates with low scores.

11.	<p>Oral literature;- This is the work of art that presented through using of mouth to mouth. Oral literature include the listening and speaking face to face in a certain society. The following are the six strengths of oral literature. Such as;-</p> <p>It may cause conflict. In the work of art here is work that may cause misunderstanding between the source and receiver, because when a source or a person try to give the story about something it can cause other to not understanding something instead of the written literature. So as the receivers themselves they complain in oral literature and to cause some conflict because they run to hear the truth. Example about female genital mutilation, forced marriage and other examples which are occurred in any society that are not educated.</p> <p>It can loose its nature. Oral literature sometimes loose its nature because when the information started from one person up to the ten person it may differ because every person who was already hear the story or information they differ in perception so as they transfer information to others but those information may differ from the source. So it can loose its nature because of people's perception and others they add others they remove something and to become a strength in Oral literature.</p>
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	<p>It can be bias in term of language in a certain culture, This is because many people in a traditional they have their language to communicate so as when a certain culture affected by their mother tongue that why they know one language example they know only Sukuma language means that when there is an oral literature for other people, they use second language and foreign language so when you do not hear Kiswahili and English language you can't understand what was talking</p> <p>It can be lost when people who having the information they will die, Oral presentation it was for speaking and listening, but when someone having a good narrative story and died before telling others the oral literature was lost so as it can't be found at another way instead of speaking only. Example in traditions the way the elders perform in presentation in oral.</p> <p>Time consuming:- This is because people's they stay^{still} listening for the story. When an oral literature presented it may consume time because many people they listening and also they asking questions and to be responding at the same time. So it avoid people to make or to doing other issues in their society.</p> <p>It create classes, Because when someone speak about something it may be an example if can talking about the bad cultural practices because many cultural they have educated but when others they still practice means they feel^{feel} bad so may cause classes between one cultural and another.</p> <p>Generally :- Oral literature can have more strength but the advantages is correction may be occurred at right time, all people participate literacy and illiteracy peoples.</p>	
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Extract 11.2: A sample of responses from a candidate with poor performance in question 11.

Extract 11.2 shows a sample response from one of the candidates who failed to analyse six strengths of oral literature.

2.2.2 Question 12: Conversation, Discussion and Oral Presentation

The question required the candidates to show in five points how friends can use the rules of conversation for communication.

The question was attempted by 209 (55.9%) candidates. The analysis shows that 108 (51.7%) candidates scored from 0 to 5.5 marks, 75 (35.9%) scored from 6 to 10 marks, and 26 (12.4%) candidates scored from 10.5 to 15 marks. The general performance of the candidates in this question was average because 101 (48.4%) candidates scored from 6 to 15 marks. The candidates' performance in this question is illustrated in Figure 12.

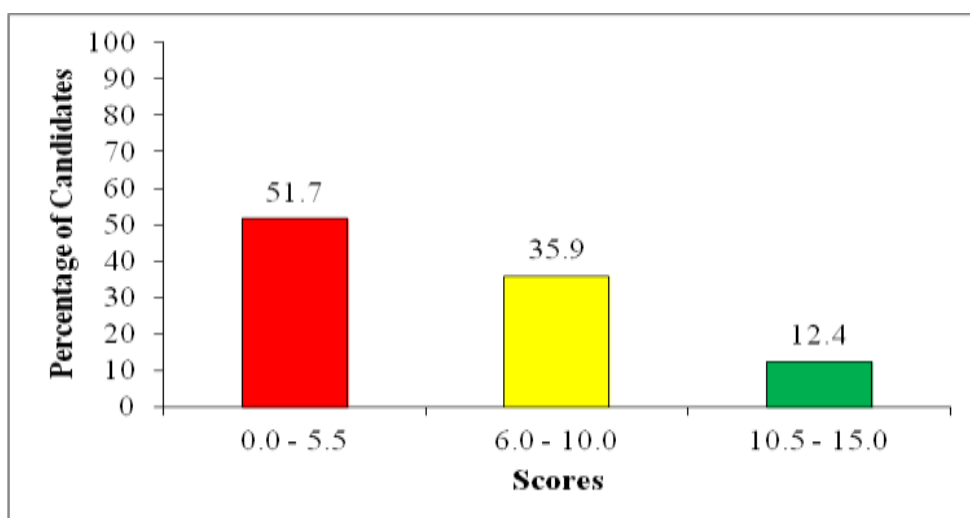


Figure 12: *The Candidates' Performance on Question 12*

The analysis on the candidates' performance in this question shows that 108 (51.7%) candidates had weak performance. This performance can be attributed to various factors such as inadequate knowledge of rules of conversation for communication, failure to understand the requirements of the question and poor command of the English language. For example, one of the candidates provided the rules of conversation incorrectly as; *to identify the purpose of conversation, to identify the problem or topic of their conversation, identify the place or site, identify the time for conversation*. Other candidates provided wrongly the teaching methods such as *dialogue, discussion methods, debate and question and answers* contrarily to question requirements.

Another candidate misinterpreted the question by explaining the importance of conversation instead of showing the rules for conversation. One of the candidates explained; *it is important for sharing ideas, helps to get new knowledge, helps to develop language skills and it helps to solve some problems.* Other candidates explained the strategies used to overcome communication barriers in communication like; *using simple language, consider the environments, using nonverbal signals such as eye contact, seeking feedback, choose an appropriate channel, etc.* Extract 21.1 shows a sample of an incorrect response from one of the candidates in this question.

12. Conversation is the interaction between two or more people through the spoken and the written communication. It is the interaction between two or more people which transfer the information from one people to another through the writing or speaking. also there are follows the rules of conversation for communication due to there are:

To Instruct; Also the student people to instruct on the conversation through chatting also people can be learn something or any something through conversation.

To share; Also the share the information from one people to another also many people given the information due to conversation.

To Entertain; also the people they are entertain through conversation for example people chatting the love wife or husband also they are enjoyed them due to the chatting also they are the entertain people. In

	society.	
	To Influence; also to influence people in the society also many people influenced due to the chatting also the people like to involve the conversation because they are entertain or to simplify the communication.	
	To Develop language skills also their helps to develop your language skills. and like began they are among the rules of conversation for communication.	
	Generally The many friends like it or lovely to influence to conversation for communication also they are develop on far communication skills.	

Extract 12.1: A sample of an incorrect response in question 12.

Extract 12.1 shows a sample response from a candidate who explained the rules for conversation among friends incorrectly.

Additionally, the analysis demonstrates that 75 (35.9%) candidates scored an average performance. These candidates provide some correct points on the rules for conversation which enabled them to score average marks. Also, in this category, some candidates provided some rules but failed to show clearly how they can be applied in conversation.

Further analysis shows that 26 (12.4%) candidates had good performance in this question. These candidates demonstrated sufficient knowledge on how to use conversation rules for communication. They also understood the requirements of the question, they showed five rules that should be used by friends for conversation during communication. These rules for conversation include: *think before speaking, ask the right kinds of questions that will involve the listeners, listen carefully and look at the person who is speaking, do not interrupt the speaker in the middle of the sentence, etc.*

Extract 12.1 shows a sample response from one of the candidates who attempted this question well.

12.	<p>Conversation; This refers to dialogues between two or more people communicating about a certain issue or event. Conversation can be either formal or informal depending on context and event or situation of conversation. The following are the rules of conversation for communication.</p> <p>Don't interrupt when someone is speaking; When someone is speaking don't interrupt him or her until he can finish so as to allow him or her ideas to be communicated to the audience or majority, so conversation can develop effectively.</p> <p>Listening skills; This means that in conversation when someone is speaking one should listen carefully so this can be applied in communication. This allows someone to make logical explanation or an argument about a certain issue in a communication or even conversation.</p> <p>Argue someone politely; One of the rules of conversation is to argue someone politely, so this can be applied in communication. One is supposed to argue someone using polite request or polite argument so as to avoid conflict and misunderstanding.</p> <p>Speaking skills; one of the basic principles in conversation more especially formal conversation is speaking skills. This is how someone uses his or her knowledge of speaking in conversation and can be applied in communication.</p>
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	Allow changes: This means that	
	in conversation and communication should all	
	allow changes so as to make the flexibility	
	in communication and even in conversation	
	changes is very important in conversation and	
	communication so as to deliver the infor	
	mation or message to the society or commu	
	nity.	
	Therefore; conversation and commu-	
	nication is very important and mostly related	
	to each other one of the principles or rules	
	can be shift from conversation to commu	
	nication or communication to conversation	
	so it's related.	

Extract 12.2: A sample of a correct response in question 12.

Extract 12.2 shows a sample response from a candidate who managed to show how friends can use the rules of conversation for communication, thus scored high marks.

2.2.3 Question 13: Writing in a Variety of Forms

The question required the candidates to explain in six points the guidelines to be followed in narrative writing.

The question was attempted by 204 (54.5%) candidates. The analysis shows that 40 (23.5%) candidates scored from 0 to 5.5 marks, 113 (66.5%) scored from 6 to 10 marks, and 17 (10%) candidates scored from 10.5 to 15 marks. The general performance of the candidates in this question was good because 130 (76.5%) candidates scored from 6 to 15 marks. The candidates' performance is shown in Figure 13.

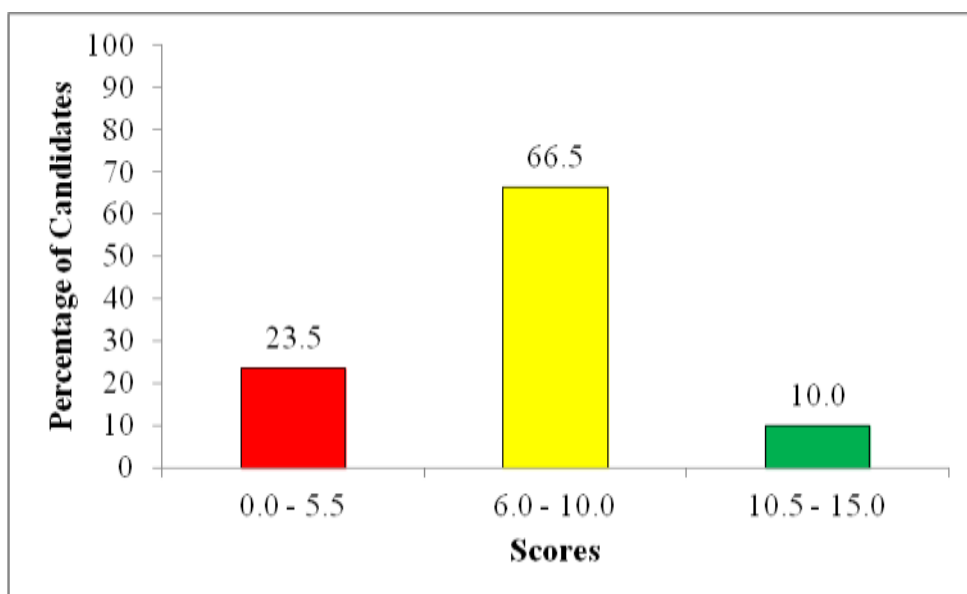


Figure 13: *The Candidates' Performance on Question 13*

The analysis on the candidates' performance in this question shows that 17 (10%) candidates performed well in this question. These candidates managed to explain correctly the guideline to be used in narrative writing. Also, the candidates demonstrated good command of English language. The summary of the answers for this question was: *write on an incident that is amusing, exciting or signified, giving the story a structure is another guideline to be followed, placing the climax of the story close to the end: the climax is the turning point of the story, creating suspense in the story: which is done by delaying the climax, using techniques that will make the reader experience the incident, the writer should be consistent in the use of the point of view.* Extract 13.3 shows a sample of a correct response from one of the candidates in this question.

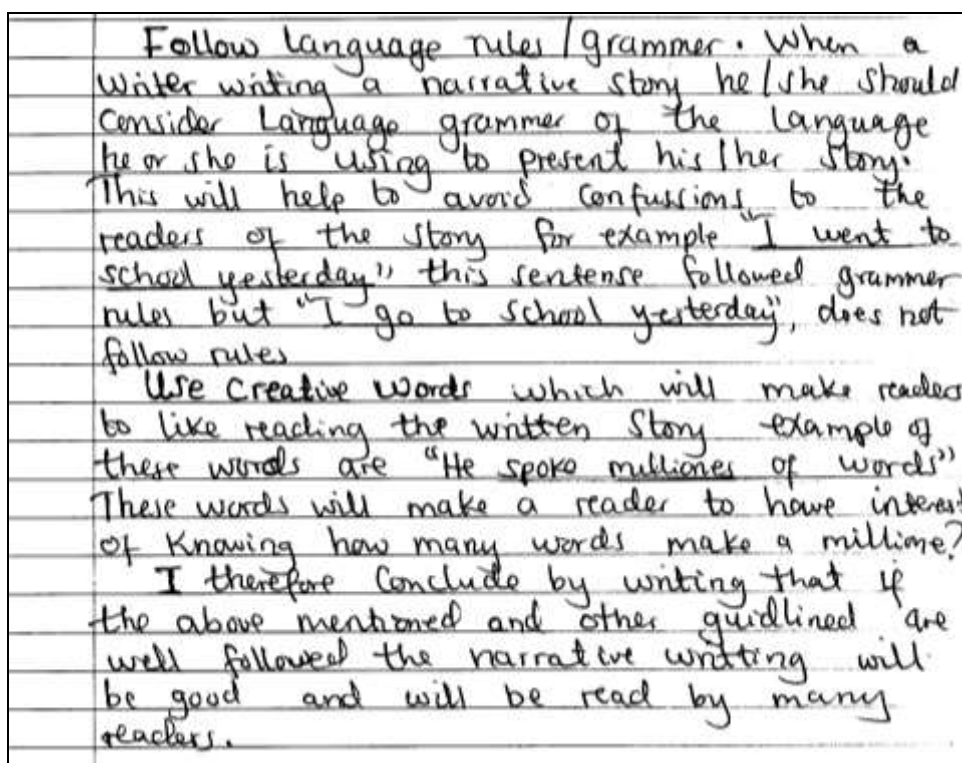
13 Narrative Writing is a type of writing which involves a writer who writes his/her work in narrative form. Here he or she narrate as if he or she witnessed the action or was the part of the action. Narrative writing has some guidelines which guide a writer and they are:

Prepare a topic or story to write about. A writer should prepare a topic or story that can bring the interest of readers, a story a topic should be good and attractive. For example "How Nyerere became a president"

Use simple and well understood language. When writing a narrative writing you should use language which is familiar to the readers. If you use a familiar language the readers will be interested by your story for they will not be required to search for some meanings of words when reading your story.

Good organization of the writing: A story should be well organized. It should have its heading, introduction, mainbody and the conclusion. If the writing is well organized the way I have stated it will give a reader interest to read.

Put the climax near the end: A writer is advised to put the climax near the end in order to make reader read the story to the end. This is because when a reader know the climax of the story he or she will no longer continue reading the story for what they want is to know the climax.



Extract 13.1: A sample of a correct response in question 13.

Extract 13.1 shows a sample response from a candidate who explained correctly the guidelines to be followed in narrative writing.

Further analysis on the candidates' performance in this question shows that 113 (66.5%) candidates had average performance in this question. These candidates managed to explain some of the points correctly which enabled them to score average marks. Also, some of the candidates explained the guidelines for narrative writing, but focused on novels. They explained about *characters and characterization, plot, setting, themes and language use*. The candidates were correct because their explanations were related to narrative writing, though they were specific to novels only.

However, 40 (23.5%) candidates performed weakly in this question. These candidates lacked sufficient knowledge of guidelines to be followed in narrative writing. Some of the candidates provided guessed answers. For example, one of the candidates explained wrongly the guidelines to be followed in narrative writing as; *to write the spelling clearly, to leave the space from one word to another, to consider the uses of punctuation marks, to consider the syntax of the sentence accordingly, to build well figurative*

language and to write with imagery picture. Another candidate provided guessed answers (of which the answers were wrong) like; *consider the source of the materials, the facts of the writing, language used, avoid the use of ambiguity words or sentences in the narrative writing and consider the subject matter.*

Another candidate misinterpreted the question by using the knowledge of oral presentation especially strategies for making oral presentation as a response to guidelines for narrative writing, such as *to make eye contact to the audience, confidence during narration, physical appearance, management of the audience, time management, allow questions, etc.* Extract 13.1 shows a sample of a poor response from one of the candidates who misinterpreted the requirements of this question.

13.	<p>Narrative writing refers to the work of art which is represented in narrative narration form but it stored in written form for example folk tells, Poetry, The following are guidelines to be followed in Narrative writing:</p> <p>Absence of any kind of obstacles, for example physical and mental obstacles that can hinder the spread of narrative writing like short story, Poem as well as songs hence make people to entertain or be challenged by the artist.</p> <p>To consider the nature of audience, for example Educated or non educated in order to be ready for different challenges on how to reach the intended meaning of the goal of the artist in his or her society like Challenging them, making them to entertain.</p> <p>Note taking, for example during of Interpretation of work of art it must be taking a note for strong points even for memorization when your at home or some where else like during class time students may pass through.</p>	
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	<p>To avoid high speed in reading, for ample during teaching and Learning process in the Classroom a teacher should tell his or her students to read in Maximum speed in order to be understandable to all students and asking questions where their free problems.</p> <p>To Consider age of Audience For example work of arts in Education System the Author should consider level of Education and Age but if it was out of Academic Sphere the Artists should also consider age of Their audience in order to avoid conflicts.</p> <p>To avoid bias (segregation) For example the use of Taboo words especially in the classroom or at the stage might hinder the achievement of the Artists hence cause conflict among the society members or Artist and Audiences.</p> <p>General Narrative writing it is very expensive in term of storing and segregation to people who do not know how to read.</p>	
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Extract 13.2: A sample of a poor response in question 13.

2.3 SECTION C: Essay Questions on Pedagogy

This section had three questions. The candidates were required to answer two questions. Each question carried 15 marks, giving a total of 30 marks.

2.3.1 Question 14: Teaching Structure

The question required the candidate to justify in four points on the argument that "Form and function should be taught side by side at secondary level of education."

The question was attempted by 57 (15.2%) candidates. The analysis shows that 45 (78.9%) scored from 0 to 5.5 marks, 10 (17.6%) scored from 6 to 10 marks and 2 (3.5%) scored from 10.5 to 15 marks. The overall performance of the candidates in this question was poor because 45

(78.9%) candidates scored from 0 to 5.5 marks. The candidates' performance in this question is illustrated in Figure 14.

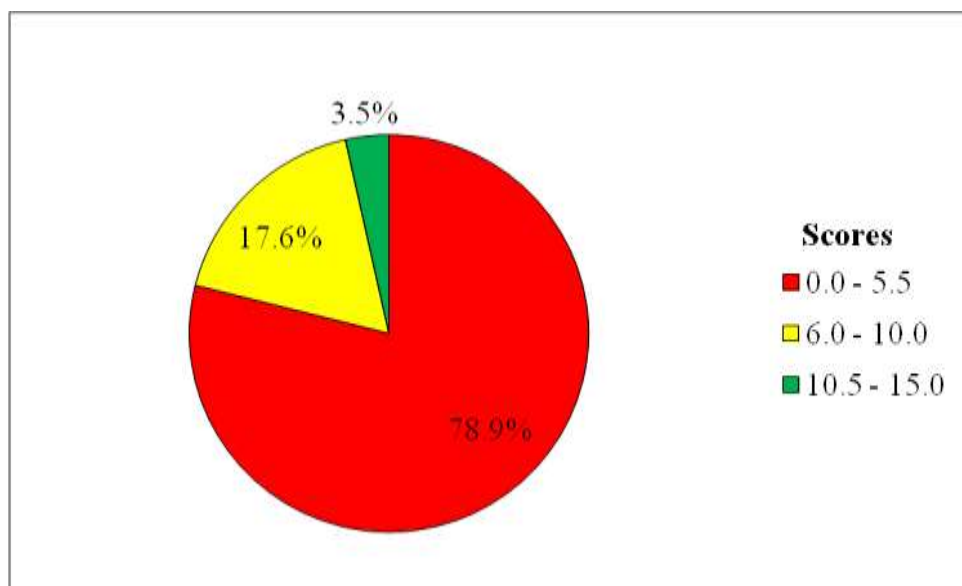


Figure 14: *The Candidates' Performance on Question 14*

The analysis on the candidates' performance in this question shows that 45 (78.9%) candidates had weak performance. These candidates lacked sufficient knowledge of the topic of *Teaching structure* especially on *form* and *function*. Some of the candidates misinterpreted the question. They related the word *form* and *content* as used in literature hence provided wrong justification on the statement by explaining how *form* and *content* in literature can be taught side by side by considering *characters*, *plot*, *style*, *title*, *setting*, *themes* and *messages*. Extract 14.1 shows a sample of a weak response from one of the candidates in this question.

14.	Form is the super structure of the- works of art, function are general content in- the literary work. The following are the- importance of teaching form and function- in secondary level of education it help to educate people, The form- and content help or playing big part in educating people in providing or all evils which showing in the society and give the good way of overcoming that problems. It intertain people form and fiction, tend to intertain people by when people listening and when reading the literary work people feel pleasure and enjoyable. It help to liberate people for example in economic, social, political and economic sector people being aware after listening and reading the literary work and understand the good way of managing this. It help to influence people, after reading and listening the literary work. people tend to find and to follow the good way of fighting to get their right. Generally form and function is- very important in the secondary level. So the government and private sector- should teach in all regions in Tanzania and not to select.	
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Extract 14.1: A sample of an incorrect response in question 14.

Extract 14.1 shows a sample response from a candidate who failed to justify the argument on the teaching of form and function in English language.

Furthermore, the analysis on the candidates' performance shows that 10 (17.6%) candidates had an average performance in this question. These candidates provided some correct answers which enabled them to score

average marks. Also, some of them provided some correct answers but failed to explain them clearly.

Further analysis on the candidates' performance on this question shows that only 2 (3.5%) candidates performed well in this question. These candidates had enough knowledge of form and function in teaching English language at Secondary level of education. The summary of the correct points were: *It enables students to communicate in the target language, it focuses on function, it allows students to use language through communicative activities and the learners gain both fluency and control of different grammatical forms in relation to the functions.* Extract 14.3 shows a sample of a good response from one of the candidates in this question.

14	<p>Form is the structure of the word and function is the how on that word are used. So "Form and function should be taught taught side by side at secondary level of education". The following are the reason to use "Form and function should be taught side by side at secondary level of education":</p> <p>In order to help student to know the structure of word or sentences that given, that when student are taught forms of word it help them to know structure the word.</p> <p>In order to help student to construct a sentence. That form of some words it enable student to construct a sentence themselves because they know the form of the word.</p> <p>In order to help student to know that words are used in sentences. That student in secondary level should taught form and function to know the word used in sentence that are given to construct.</p> <p>In order to help student to understand arrangement of work that given. That through taught form and function student can understand and the work arrangement because they know the form and function how are used.</p> <p>Generally "Form and function should be taught side by side at secondary level of education" due to point above as explained because it help student of secondary level to be competent in English because they know to use form and function.</p>	
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Extract 14.2: A sample of a correct response in question 14.

Extract 14.2 is a sample response from a candidate who justified the given statement correctly, hence performed well.

2.3.2 Question 15: Assessment

The question required the candidates to evaluate in five points the effectiveness of short answer items in assessing learners' English language proficiency.

The question was attempted by 329 (88.0%) candidates. The analysis shows that 66 (21.0%) candidates scored from 0 to 5.5 marks, 171 (51.9%) scored from 6 to 10 marks and 89 (27.1%) candidates scored from 10.5 to 15 marks. Generally, the performance of the candidates in this question was good because 260 (79%) candidates scored from 6 to 15 marks. The candidates' performance is shown in Figure 15.

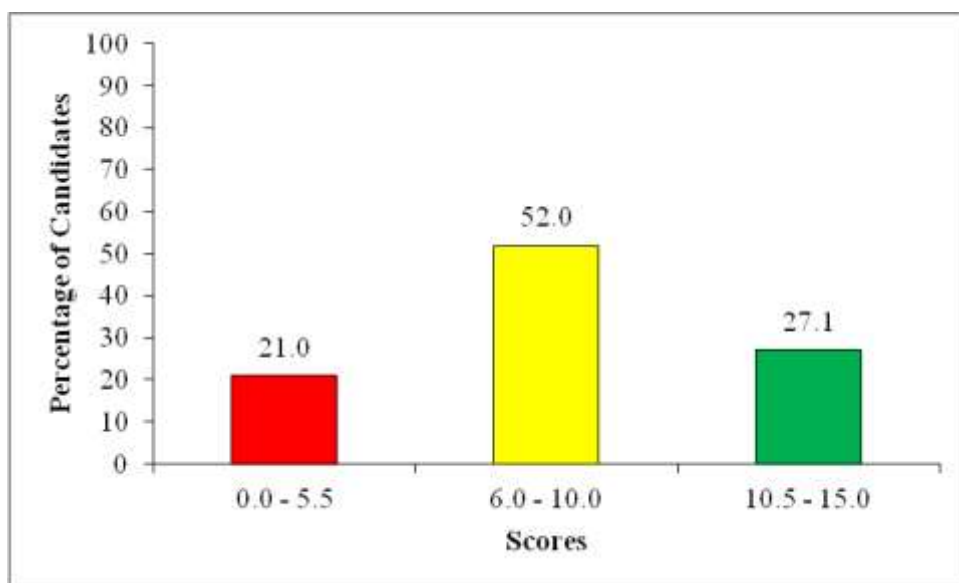


Figure 15.1: *The Candidates' Performance on Question 15*

The analysis of the candidates' performance in this question shows that 69 (21.0) candidates performed weakly in this question. These candidates lacked adequate knowledge of assessment especially on the evaluation of the effectiveness of short answer items in assessing learners' English language proficiency. For example, one of the candidates misinterpreted the question by evaluating the effectiveness of assessment as; it helps to improve *reading skills, speaking skills and writing skills*. Other candidates provided guessed answers such as; *it saves time, does not confuse the learners, learners do not get tired, etc.* Extract 15.1 shows a sample of

weak response from one of the candidates who performed weakly in this question.

15	<p>Short answer items, These are the answers that are being provided by the students through by giving the short answer through without explaining the given for the given question. Through these it may enable a learner easy to score since it does not need high capacity - thinking. The following are the effectiveness of short answer items.</p> <p>There should be relevance, where through assessing the learner in short answer items the answers that are being provided they should relate to the given question so that to be able to determine the weakness and strength to the learners.</p> <p>It is ^{should be} easy to ^{be} make, - where by short answer item it makes a good arrangement since these answers are being made by the teacher - through these they should be simple in order they do not consume time.</p> <p>Also there should be fairness, through making the effectiveness of short answer items it should be fair to the students since it may not lead to the student conflict due to the unfair of the correct answer that are being provided by a teacher in assessing the learners in English language.</p>
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	Also it should be -	
	practicability Through making the	
	effectiveness 'short answer item also	
	it should not be the one that can not	
	be practical to the learners since	
	there it can be done in different -	
	time through assessing the student	
	work.	
	It should be simple, also	
	through these answers it may be used	
	for future use also it should be simple	
	so that to be marked by any other	
	person/people through making the -	
	assessment in English language.	
	Generally due to the	
	presence of the effectiveness short -	
	answer item it may lead to the	
	good performance performance to	
	the students since the answer -	
	which are being provided they	
	may lead to the good result among	
	the learners.	

Extract 15.1: A sample of an incorrect response in question 15.

Extract 15.1 shows a sample response from a candidate who failed to evaluate the effectiveness of short answer items in assessing learners' English language proficiency.

Further analysis shows that 171 (51.9%) candidates had average performance in this question. These candidates provided some correct answers which enabled them to score average marks in this question.

Additionally, the candidates performance in this question shows that 89 (27.1%) candidates performed well in this question. These candidates had enough knowledge of assessing the effectiveness of short answer items in assessing learners' English language proficiency. The correct points for this question were: *they can test all categories of knowledge, they are good for testing specific aspects of a particular topic, they are easy to score, they are easy to mark and they are superior in terms of validity and*

reliability since the questions are objective. Extract 15.2 shows a sample of a good response from one of the candidates who attempted this question.

15	<p>Assessment is a series of activities prepared by a teacher to measure the students' achievements in learning process. Short answer item commonly is known as objective question. In any kind of test the questions on that test must be categorized into two categories namely objective and subjective in which objective (short answer) consists of matching items, true or false, multiple choices, etc. while subjective shows essay questions which can be restricted and non-restricted essay type.</p> <p>The following are the effectiveness of short answer items in assessing learners in English language.</p> <p>It covers a lot of topics or domains. Short answer items normally cover a lot of things compared to essay type which covers few things. This consists of a number of questions and their choices. Example: multiple choices, each question can have five choices mixed from various concepts.</p> <p>Easy to mark: Short answer questions are very easy to mark and do not need any complication about their marking schemes. Any one can mark even if it is not well academically. Example: multiple choices.</p> <p>It is costless: Those kind of questions in objectives do not use a lot of paper in answering because they need short answers.</p>
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	<p>answers in which for a single page you can use it to answer ten (10) question while essay type 10 question you will use twenty plain papers to answer the same question hence to use a lot of money if you have a lot of students.</p> <p>Save time in assessing. Through this type of questions a teacher and students saves their time in all aspect. for students when doing they use short time compare d to essay hence can use a remaining time to engage in other activities like self reliance while for a teacher save time to mark and prepare marking scheme which can be used by any to mark.</p> <p>They measure cognitive development. These kind of questions help a learner to think cognitively to determine the correct answer from the choices which can be looks like a sampler this help student to improve his/her thinking capacity and how to relate things.</p> <p>Short answer questions in assessments also has its effects or challenges to be used in assessing because a learner can guess the answer hence a teacher to be ineffective to achieve your goal, also can miss loose ability of expression for the learners because do not allow a learner to express his or her views about the issues asked.</p>	
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Extract 15.2: A sample of correct response in question 15.

Extract 15.2 shows a sample response from a candidate who managed to evaluate the effectiveness of short items in assessing learner' English language proficiency.

2.3.3 Question 16: Assessment

The candidates were required to analyse five criteria to be used by an English language teacher when judging students' written work.

The question was attempted by 350 (93.6%) candidates. The analysis indicates that, 130 (37.1%) candidates scored from 0 to 5.5 marks, 179 (51.2%) scored from 6 to 10 marks and 82 (11.7%) candidates scored from 10.5 to 15 marks. The overall performance of the candidates in this question was average because 261 (62.97%) scored from 6 to 15 marks. The candidates' performance in this question is illustrated in Figure 16.

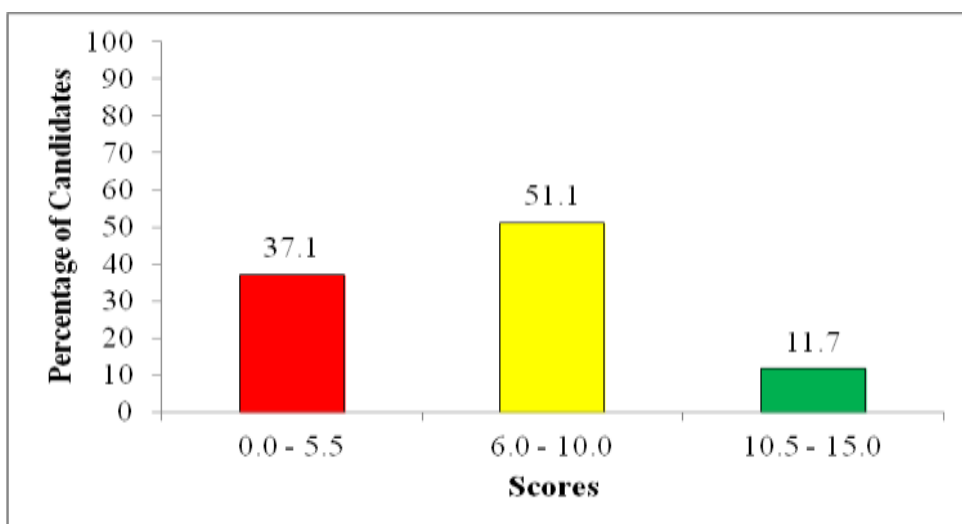


Figure 16.1: *The Candidates' Performance in Question 16*

The analysis of the candidates' performance in this question shows that, (37.1 %) candidates performed weakly. These candidates lacked the knowledge of the topic of assessment especially on how to analyse the criteria to be used by an English language teacher when judging students' written work. For example, some candidates analysed the assessment tools to be the criteria for judging students work such as *test and examination, interview, questionnaire and observation*. Some candidates provided guessed answers such as: *availability of enough text books, chalk board, teaching aid, ruler and duster*. Extract 16.1 shows a weak response from one of the candidates who attempted this question.

16 ASSESSMENT is the process of make determination of student performance and provide judgement. There are many categories of making assessment which are, interview, questionnaire, observation, portfolio, test, examination through this can help to make assessment in determining students performance, and there are different criteria which used by an English Language teacher when judging students' written work.

The following are the criteria to be used by an English Language teacher when judging students' written work.

Objectives. This is criteria which used by teacher of English language to judge student example if based on judge domain should focused on question of knowledge which based on short answer and comprehension on explanation question, application, analysis and evaluation this are the cognitive domain which teacher may focused on measure learning.

Age. This is another criteria which teacher of English subject when used in judging example in primary level are different to secondary level, through determine of age help teacher to judgement in written work.

Size of the class. This is another criteria which teacher of English language to make judgement to the students work due to the class average in size.

	Arrangement of the class. This	
	focused on help teacher when need to	
	make judgement is English Subject it	
	better to know the arrangement of	
	class in order to determine behaviour and	
	capability of the learner in judging	
	Environment. This is another	
	Criteria which help English teacher	
	when judging students, written work,	
	example if. is outside of the class and	
	Bad conducive environment, Because of	
	this lead to the judgement to be left	
	to teacher	
	Generally. Criteria of judgement	
	students is good due to changes which	
	used to change the level of learner	
	during judging. So it is better to improve	
	in order to bring development in learning	
	level.	

Extract 15.2: A sample of an incorrect response in question 15.

Extract 15.1 shows a sample response from a candidate who failed to analyse the criteria to be used by an English language teacher when judging students' written work, hence performed weakly.

Further analysis on the candidates' performance in this question shows that some candidates had an average performance. They constituted 51.2% of the candidates who attempted this question. In this category, the candidates provided some answers correctly; and others provided answers but failed to provide examples.

The analysis indicates that, 82 (11.7%) candidates had good performance. These candidates had enough knowledge of the criteria to be used by an English language teacher when judging students' written work. They provided correct points with relevant examples. Also, they demonstrated their ability in essay writing, as well as good command of the English language. The correct points provided were: *observing grammar and spelling check, originality of students' written work, organisation and paragraphs, the nature of the content provided should be in line with the*

level of students' understanding and their areas of specialisation and the overall presentation and handwriting. Extract 16.3 shows a sample of a good response from one of the candidates in this question.

16.	<p>Criteria; Refer to the principles or guidelines that used by the teacher in assessment of different parts English teacher can consider the following criteria when judging students' written work:</p> <p>The use of punctuation mark; The teacher must be ensure the abilities of the learners in the use of punctuation mark in the sentence this because the punctuation mark can help the learners to understand the sentence clearly example the use of Comma, Colon, question mark and exclamation</p> <p>The handwriting; The teacher must be consider the handwriting of the learners in order to simplify the reading of the statement in the sentence or story if the handwriting is poor the sentence or story can not be taken good.</p> <p>Well organization of thought/ideas; The good work written must be have well organized this is very important to the teacher to consider the organization of ideas or thoughts in the story this helps in arranging good paragraph in the story</p> <p>Cleanness of the work; The good written work must be clear without any dirt this is very important to the teacher to consider when judging the learners written work in order to put well the work and usefully to the reading with different people.</p> <p>Considering of the grammatical rules; Grammatical rules is very important element or criteria to consider when the teacher judging the students written work this enable the teacher to understand the ability of the learners in arranging the word in the sentence or in the paragraph.</p> <p>Finally; The student if can achieve all these criteria can be master the language of the particular subject because can able to make good pronunciation by considering the all rules of Grammar.</p>
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Extract 16.2: A sample of correct response in question 16.

Extract 16.2 shows a sample response from a candidate who analysed five criteria to be used by an English language teacher when judging students' written work, hence scored high marks.

3.0 ANALYSIS OF CANDIDATES' PERFORMANCE PER TOPIC

Twelve topics were examined in the English Language examination. On the other hand, the topics that had good performance were: *writing in a variety of forms* (76.5 %), *teaching methods* (71.4 %) and *assessment* (71 %).

On the other hand, the topics which had average performance were: *theories of language teaching and learning* (68.2 %), *sentence types and punctuation* (67.0 %), *teaching reading* (66.1 %), *literary analysis* (60.7 %), *teaching aural/oral skills* (59.1 %) and *conversation, discussion and oral presentation* (48.4 %).

The analysis indicates that the topics which had weak performance included: *word forms and meanings* (25.9 %), *teaching structure* (21.1 %) and *the English sound system* (16.8 %).

4.0 CONCLUSION

The general performance in English Language subject for Diploma in Secondary Education Examination (DSEE) in 2021 was good because 99.73 per cent of the candidates passed the examination. The analysis shows that, factors such as adequate knowledge of the topics tested, ability to understand questions' requirements and, mastery of English language, contributed to good performance.

A few candidates who failed to score good marks demonstrated partial knowledge of the topics assessed. They failed to understand the requirements of the questions and had poor command of English language.

5.0 RECOMMENDATIONS

In order to improve the performance of the candidates in this subject in the future, it is recommended that:

- (a) Tutors to use teaching/learning strategies, such as demonstration, making practice on word reference materials, using think-pair-share, brainstorming, practicing on how to produce consonant sounds and group discussions which will be helpful in improving the performance especially in topics which had weak performance.

- (b) Learners should be guided on how to identify the demands of questions by being provided with exercises/quizzes on weekly or monthly basis. This could be done in terms of homework, classroom tests, and assignments and inter-classroom or college examinations. Such tests and exercises will enable learners to improve their ability and skills in answering questions.
- (c) Student teachers should continue reading a variety of books and use English language in all forms of communication at colleges so as to have fluency in the language.

Appendix

SUMMARY OF THE CANDIDATES' PERFORMANCE IN ENGLISH LANGUAGE SUBJECT PER TOPIC

S/N.	Topic	Question Number	Performance in Each Question (%)	Average Performance Per Topic (%)	Remarks
1.	Writing in a variety of forms	13	76.5	76.5	Good.
2.	Teaching methods.	2	71.4	71.4	Good
3.	Assessment.	15	79	71	Good
		16	63		
4.	Theories of language teaching and learning.	8	68.2	68.2	Average
5.	Sentence types and punctuation	1	61.7	67	Average
		3	72.2		
6.	Teaching reading.	4	50.5	66.1	Average
		9	81.7		
7.	Literary analysis	10	22.7	60.7	Average
		11	98.6		
8.	Teaching aural/oral skills	6	59.1	59.1	Average
9.	Conversation, discussion and oral presentation.	12	48.4	48.4	Average
10.	Word forms and meanings.	5	25.9	25.9	Weak
11.	Teaching structure.	14	21.1	21.1	Weak
12.	The English sound system.	7	16.8	16.8	Weak

